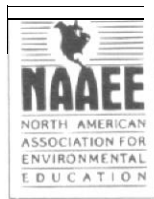


# The Environmental Education Collection: A Review of Resources for Educators Volume 3



*North American Association for  
Environmental Education*



*The Environmental Education Collection -A Review of Resources for Educators Volume 3* represents another in a series of documents published by the North American Association for Environmental Education as part of the National Project for Excellence in Environmental Education.

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## **National Project for Excellence in Environmental Education**

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## **Acknowledgements**

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*The Environmental Education Collection-A Review of Resources for Educators Volume 3* is the result of a collaborative effort among the National Project for Excellence in Environmental Education, The World Wildlife Fund, and the North American Association for Environmental Education. This document could not have been produced without the support and leadership provided by Judy Braus, Director of Environmental Education and Betty Olivolo, Senior **Environmental** Education Specialist of the World Wildlife Fund and Ed McCrea, Executive Director of the North American Association for Environmental Education.

Special thanks to the teachers, curriculum developers, educational administrators, environmental education specialists, business and industry representatives, and environmental scientists who took time from their busy schedules to review the curriculum materials. We would also like to express our gratitude to Lori Mann, Environmental Education Consultant and David Stames, Training, International and Affiliates Coordinator at NAAEE for hosting review sessions.

This project has been funded by the United States Environmental Protection Agency's Environmental Education Division.

The contents of this document do not necessarily reflect the views and policies of EPA nor does mention of trade names or commercial products constitute endorsement or recommendation for use.

Additional funding and support for this project has been received from the Environmental Education and Training Partnership (EETAP), the National Fish and Wildlife Foundation, World Wildlife Fund, the National Environmental Education and Training Foundation, and Northern Illinois University.

Additional copies of this book can be obtained from the NAAEE Publications and Membership Office, P.O. Box 400, Troy OH 45373, USA

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ISBN# I-884-008-70-4

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# Table of Contents

Title	Page Number
<i>Welcome</i> .....	1
<b>How Was The Environmental Education Collection Developed</b> .....	1
<b>The Review Criteria</b> .....	1
<b>Summary of Guidelines</b> .....	2
<b>Using The Environmental Education Collection</b> .....	3
<b>About this Collection</b> .....	4

## Reviews

<i>City Kids &amp; City Critters – Activities for Urban Explorers</i> .....	6
<i>Composting Waste to Resources..</i> .....	8
<i>Connections: Guide to a Healthy Environment</i> .....	10
<i>Creepy Crawlies &amp; the Scientific Method- Over 100 Hands-On Science Experiments for Children</i> .....	12
<i>Cycling Back to Nature: With Biodegradable Polymers</i> .....	14
<i>The Digital Field Trip to the Wetlands</i> .....	16
<i>Earth Day to Arbor Day: An Opportunity for Stewardship..</i> .....	18
<i>Earthways: Simple Environmental Activities for Young Children</i> .....	20
<i>Eco-Inquiry – A Guide to Ecological Learning Experiences for the Upper Elementary/Middle Grades</i> .....	22
<i>Environmental ACTION!</i> .....	24
<i>Environmental Resource Guide- Air Quality Grades 3-5</i> .....	26
<i>Environmental Science: Water &amp; Air</i> .....	28
<i>Environmental Teaching Guide: 21 Ways to Bring the Environment into the Classroom</i> .....	30
<i>For Earth's Sake: Lessons in Population and the Environment</i> .....	32
<i>Global Change Education Resource Guide</i> .....	34
<i>Great Lakes Instructional Materialfor the Changing Earth System (GLIMCES)</i> .....	36
<i>Growing Together with the Treetures: Activity Guide Series I.</i> .....	38
<i>Hands-On Minds-On Science: Environmental Issues</i> .....	40
<i>How Can Biodiversity Be Preserved?.</i> .....	42
<i>Interactive Lake Ecology..</i> .....	44
<i>The Intriguing Past: Fundamentals of Archaeology A Teacher's Guide..</i> .....	46
<i>Investigating &amp; Evaluating Environmental Issues &amp; Actions: Skill Development Program</i> .....	48
<i>Investigating Groundwater: The Fruitvale Story..</i> .....	50
<i>Investigating Your Environment</i> .....	52
<i>The Leopold Education Project: Lessons in a Land Ethic</i> .....	54
<i>Living in a Material World: Lessons on Commercialism, Consumption &amp; Environment</i> .....	56
<i>Marine Ecology &amp; Conservation: Teacher's Guide..</i> .....	58
<i>Migratory Birds: Issue Pac</i> .....	60
<i>Mud, Muck &amp; Other Wonderful Things: An Environmental Curriculumfor 5-8 Year-Olds</i> .....	62
<i>An Ounce of Prevention: A Middle Level Science Curriculum on Source Reduction..</i> .....	64
<i>Ranger Ricks's NatureScope: Trees are Terrific!</i> .....	66

<i>River of Words: National Environmental Poetry &amp; Poster Contestfor Students</i>	
<i>Teacher's Guide</i> .....	68
<i>Sea Turtle Trek</i> .....	70
<i>Search for the Great Sharks</i> .....	72
<i>Teacher's Guide to World Resources</i> .....	74
<i>Themeworks: Trees</i> .....	76
<i>Themeworks: Under the Ground</i> .....	78
<i>Turning the Tide on Trash: A Learning Guide on Marine Debris..</i> .....	80
<i>Waste: A Hidden Resource..</i> .....	82
<i>The Waste Hierarchy: Where is "Away"?</i> .....	84
<i>Water: Teacher's Guide</i> .....	86
<i>Water Matters: Water Resources Teacher's Guide, Volume I</i> .....	88
<i>The Water Sourcebook: A Series of Classroom Activities for Grades 9-12</i> .....	90
<i>Wetlands: Critical Issues/Critical Thinking Experiences for Youth</i> .....	92
<i>Wetlands: An Interdisciplinary Unit for Science &amp; Language Arts</i> .....	94
<i>What a Waste! A Teacher's Resource for Integrating the Solid Waste Crisis</i> <i>into the Classroom</i> .....	96
<i>Wild About Life! Activity Guide</i> .....	98
<i>Wormania! Live Worms &amp; Song</i> .....	100
<i>Zebra Mussel Mania: Teacher's Guide for Grades 5 &amp; 6</i> .....	102

---

## Reviews In Brief

---

<i>Earth's Endangered Environments: Picture Show..</i> .....	106
<i>Eco-Adventures in the Rainforest</i> .....	107
<i>A Guide to Groundwater Guardian: 1998 Program Year</i> .....	108
<i>North American Ecosystems</i> .....	109
<i>Oceans Alive!</i> .....	110
<i>Oceans: Earth's Last Frontier</i> .....	111
<i>Reducing, Reusing and Recycling: Environmental Concerns</i> .....	112
<i>Taking Action: An Educator's Guide to Involving Students in Environmental</i> <i>Action Projects</i> .....	113
<i>Understanding Ecosystem Management</i> .....	114
<i>WILD School Sites: A Guide to Preparing Habitat Improvement Projects on</i> <i>School Grounds</i> .....	115
<i>Worm Worlds..</i> .....	116

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## Appendices

---

<b>Curriculum Matrix</b> .....	<b>118</b>
<b>Publisher Index..</b> .....	<b>122</b>
<b>Author &amp; Editor Index</b> .....	<b>123</b>
<b>Feedback Forms</b> .....	<b>125</b>

The Guidelines for Excellence point out six key characteristics of quality environmental education materials. A series of guidelines are listed for each of these characteristics. Finally, each guideline is accompanied by several indicators that help gauge whether the materials being evaluated or developed follow the guidelines. The Guidelines For Excellence can be ordered from the NAAEE Publications and Membership Office in Troy, Ohio.

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## Summary of the Guidelines

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**#1 Fairness and accuracy:** EE materials should be fair and accurate in describing environmental conditions, problems, and issues, and in reflecting the diversity of perspectives on them.

- 1.1 Factual accuracy
- 1.2 Balanced presentation of differing viewpoints and theories
- 1.3 Openness to inquiry
- 1.4 Reflection of diversity

**#2 Depth:** EE materials should foster an understanding and appreciation of environmental concepts, conditions, and issues, as appropriate for different developmental levels.

- 2.1 Focus on concepts
- 2.2 Concepts in context
- 2.3 Attention to different scales

**#3 Emphasis on **skills building**:** EE materials should build lifelong skills that enable learners to address environmental issues.

- 3.1 Critical and creative thinking
- 3.2 Applying skills to issues
- 3.3 Action skills

**#4 Action orientation:** EE materials should promote civic responsibility, encouraging learners to use their knowledge, personal skills, and assessments of environmental issues as a basis for action.

- 4.1 Sense of personal stake and responsibility
- 4.2 Self-efficacy

**#5 Instructional soundness:** EE materials should rely on instructional techniques that create an effective learning environment.

- 5.1 Learner-centered instruction
- 5.2 Different ways of learning
- 5.3 Connection to learners' everyday lives
- 5.4 Expanded learning environment
- 5.5 Interdisciplinary
- 5.6 Goals and objectives
- 5.7 Appropriateness for specific learning settings
- 5.8 Assessment

**#6 Usability:** EE materials should be well designed and easy to use.

- 6.1 Clarity and logic
- 6.2 Easy to use
- 6.3 Long lived
- 6.4 Adaptable
- 6.5 Accompanied by instruction and support
- 6.6 Make substantiated claims
- 6.7 Fit with state or local requirements

## About This Collection

The first section of this resource guide highlights approximately 50 environmental education curriculum materials. Entries are listed in alphabetical order. Each entry contains a summary of the curriculum (In a Nutshell), information about grade levels, subject areas, author, publisher, and price. *What the Reviewers Said!* lists comments specific to the six key characteristics, and a sampling of quotations from reviewers' evaluations are included in *The Bottom Line*. The second section contains an annotated listing of support materials. Following this is a matrix cross-listing all of the materials and various characteristics (e.g., grade level(s), topics covered, subjects). Finally, we have included a short Feedback Form. Since we plan to produce future volumes in this series, we would appreciate your input.

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# How Can Biodiversity Be Preserved?



## IN A NUTSHELL

Developed by: Jane Boston &  
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website:

<http://www-iis.stanford.edu>

**Cost:** \$39.95 + s&h

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## **SUBJECT**

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Economics

Science

Social Studies

This book contains a series of activities designed to teach students about important issues in biological preservation, as well as challenges and questions faced by policy makers. There are six principal activities in the collection dealing with species preservation, regenerative or sustainable use, the establishment of biosphere reserves, eco-tourism, public/private partnerships, and organizational structure behind policy decisions. For each activity, background information, an outline, extension questions, and handout masters are provided. Supportive materials include maps, charts, text, and lists of additional resources.

Supplementing the main activities are two orienting activities on the concept of biodiversity and a closing activity that involves developing a local action plan. The text of the Convention on Biological Diversity is included in the appendix. The package includes two extra sets of activity cards.

<b>Grade Level</b>
<b>6-10</b>
<b>Length</b>
<b>120 pages</b>
<b>Date Published</b>
<b>1996</b>



“Fosters an understanding of how issues can be investigated and plans developed.”

# What the REVIEWERS Said !

Key Characteristics	Strengths Noted	Other Considerations
<b>Fairness and Accuracy</b>	Encourages research and inquiry. Ensures balance by involving students in role-play activities.	Little mention of the opinions of native people cited in case studies.
<b>Depth</b>	Includes both local and global concerns. Links concepts to real-life situations.	Student resource cards provide only minimal information.
<b>Emphasis on Skills Building</b>	Employs fact-finding, data analysis, and decision-making skills.	
<b>Action Orientation</b>	Demonstrates impact individuals can have.	
<b>Instructional Soundness</b>	Involves cooperative group work and other teaming modes. Clearly states goals and objectives.	Only the final activity takes students out of the classroom.
<b>Usability</b>	Student materials are easy to reproduce. Binder format allows for addition of updated information or additional activities.	

"I wish there was more contact with the real world-I would do some of that at the onset, as an introduction."

"Enough of a variety of materials to make the whole worthwhile."